

Original Paper

Human Capital vs. Quality of Life: A Sociological Appraisal

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Abstract

The present article sociologically analyzes how human capital and quality of life mutually affect each other. Yet, human capital is strongly possible in changing quality of life. Most countries first try to build their human capital, to be followed by a better and more prosperous quality of life. For example, South Korea and India in Asia have initially upgraded their human capital which was followed by improvement in quality of life in various sectors. In fact, in all societies, educated men and women generally have lower mortality rates; their offspring also have higher survival rates. Thus, the educational capital that leads to social capital, while affecting the current generation, also has a positive effect on future generations. Almost globally, women with higher levels of education have fewer children. They have better access to birth control tools. Such a quality of life further leads to the continuity of future quality of life. Improved quality of life leads to food per capita, accommodation per capita, services per capita, convenience per capita, and many more.

Keywords

Education index, Patterns of human capital, Human capital index, Quality of life, Women's access to birth control

1. Introduction

Human capital is composed of different elements such as literacy and education, talents, skills, bravery and many other internal qualities. Quality of life highly affects human capital. From the viewpoint of sociology, countries need to develop quality of life in order to raise human capital. Developed countries were able to raise quality of life due to access to science and technology. Such a development upgraded human capital. It is worth noting that human capital itself causes quality of life to upgrade. Both variables mutually affect each other. Human capital has improved bipolarly. Developed countries have improved it industrially, while the developing countries have developed their human capital so to say, traditionally, companies may invest in human capital for example, through education and training, enabling improved levels of quality of production (Becker, 1993). Adam Smith included in his

definition of capital the acquired and useful abilities of all the inhabitants or members of the society. The first use of the term “human capital” may be by Irving Fisher (Cerdian, 2007). The self-perceived quality-of-life scale is a psychological assessment instrument which is based on comprehensive theory of the self-perceived quality of life (Trakhtenberg, 2007). The process provides a multi-faceted measurement of health-related and non-health-related aspects of well-being (Trakhtenberg, 2008). As projected, the world population will increase to over 10 billion by the year 2050. Such an increase of population will threaten the general quality of life. Under such circumstances, human capital dimensions need to be strengthened (WPDS, 2021).

Almost universally, women with higher education have a higher social, economic, and cultural status. Likewise, men who have been associated with more education and training are in a better position in their communities than those who are deprived of these facilities. Human capital is discussed and addressed in many scientific and academic circles today. Governments today are also trying to strengthen human capital in their societies as much as possible. Improving human capital provides the means for social development, social order, economic productivity, optimal use of resources and the like. As far as women are concerned, women with higher human capital have fewer children; That is, better or more education between them leads to lower mortality, better health, and different migration patterns. Also, better education has an effect on human development, health, economic growth, democracy, etc. Therefore, by investing more in human development, society can be led to development in its general sense. Industrialized and developed countries and societies have put human development on their agenda earlier and earlier than other societies. Development sociologists also believe that all resources and capacities should be used to realize and generalize human development as much as possible.

2. Method of Research

Methodology used in the present article is of qualitative type. In that, various paradigms have been used to find out about the facts regarding pandemics during the history. Qualitative research usually studies people, events or areas in their natural settings. In finding facts for the research, the researcher engaged in careful data collection and thoughtful analysis of what was relevant. In the documentary research applied for the present research, printed and written materials were widely regarded. The research was performed as a qualitative library-type in which the researcher had to refer to the relevant and related sources. In the current research, various documents were thoroughly investigated, and the needful inferences were made. The data fed by the investigator in the present article is hopefully reliable. Though literature on pandemics is very limited, yet the author tried to investigate many different resources in order to elicit the necessary information to build up the text.

3. Education Index

Since the visible and tangible human characteristics of the type of education distinguish human beings from each other, it has caused different strata to appear in human societies. Hence, the index of education or cultural capital is considered today as a separating factor of individuals from each other in different societies. Education provides access to expertise and efficiency among citizens. To a large extent, this causes a kind of social stratification or classification in society and...

Because industrialized nations have long since realized the importance of human capital, it has led to widespread education in those societies from about three centuries ago onwards. This trend has led to personal growth, social development, improving economic status and cohesion within communities. It is noteworthy that many countries in the world from the second half of the twentieth century; That is, from the 1950s onwards, educational investment was put on the agenda, and thus the citizens and their citizens were further promoted in various fields.

In fact, in all societies, educated men and women generally have lower mortality rates; Their offspring also have higher survival rates (Lentzner, 2010). Thus, the educational capital that leads to social capital, while affecting the current generation, also has a positive effect on future generations. This means that educated or educated people communicate better with their children, and thus lead them to more education and learning. Therefore, the training of more human capital also provides access to more material capital. Thus, since the second half of the twentieth century, UNESCO and many other parts of the United Nations have always encouraged the development of human capital through education among different nations, especially in less developed societies.

Almost globally, women with higher levels of education have fewer children; They also have better access to birth control tools (Bongaarts, 2010). In general, the literacy index plays a decisive role in improving the quality of life of women. This has been clearly demonstrated in developed societies. While less developed countries, where women do not have adequate educational facilities, face many weaknesses and challenges of family, social, economic and the like. Over the last fifty years, Third World countries have also made investing in women's education one of their priorities. This has greatly changed the social, economic and cultural situation of these communities. Communities such as Tunisia, Morocco in Africa, countries such as Brazil in South America, Malaysia, India, Iran and the like in Asia have done this in recent decades; It is a movement that has generally elevated the status of women.

This situation is observed today in many developing societies that are in the early stages of population change. In general, the literacy of women themselves is a prerequisite or a prerequisite for achieving population transformation. The meaning of population change; That is, bringing the two indicators of birth and mortality closer to each other; It is in this context that population growth also declines. The determining factor in this movement is the literacy of women. Otherwise, while population change does not occur, it will gradually become apparent in the face of population explosion; That is, a situation that leads to many individual, family and social disorders and keeps the quality of life low.

Likewise, in explaining human development, mortality rates show serious differences by gender. While human development occurs relatively well in different societies today, it occurs differently for men and women; That is, in some cases, the human development of a demographic group includes more of one sex than the other. For example, in many less developed countries, women have not enjoyed as much socio-economic benefits, employment, income, and so on as men; That is, they have not achieved a high level of quality of life. Research has shown that, independently and in some cases, there is a relationship between mothers' education and children's health and quality of life (Caldwell, 1979; Fuchs et al., 2010); That is, the current that can be transferred to the quality of life of the next generation. At the same time, and in terms of importance, estimates suggest that maternal mortality decreases by 5 to 7 percent per year of further maternal education (Mensch et al., 1985; Schultz, 1993); It means improving their quality of life. Similarly, the migration index, which itself generally has to be done according to individual discretion and planning, occurs differently for men and women. For example, in many Asian countries, men are generally more likely to immigrate than women; It is a process that also affects the quality of their lives. Such differences show the process of human development differently between men and women.

Age is another key feature that is important in the process of biological maturity of young people to enter social institutions such as school, labor market and retirement. Today, new laws have been enacted according to which citizens of different ages or at certain ages enjoy special privileges. For example, entering school at the age of six, entering the labor market at the age of 15, entering retirement at the age of 65-60, and so on. These cases themselves are presented as signs (crystallization) of human development. In the past, however, human societies enjoyed less of this rule.

4. Specific Patterns of Human Capital

Because specific patterns of fertility, mortality, and migration are related to age and gender, age and gender have traditionally been identified as influential and fundamental population dimensions (Preston et al., 2001). Therefore, in order to improve human capital, fertility, migration, and mortality rates must be adjusted accordingly; For example, by raising the average age of marriage, as well as by creating the idea of gender equality, opportunities can be created in which, or following, less migration occurs. For this reason, and globally, the education of girls and women at the secondary level, in addition to its other positive outcomes, is an effective method in reducing global population growth (Cohen, 2008). In this way, human capital in a society can be reformed, or in other words, improved. Today, more industrialized countries have been able to improve their human capital in this way, and consequently the quality of life in these societies has improved; It is the process that leads to an improvement in the quality of life in order for a society to achieve a more desirable human capital. Thus, the cycle of improving the quality of life and human capital can continue.

At the same time, there are other biological, social and economic characteristics in explaining human capital; Such as place of residence (city or village), citizenship, marital status, employment status,

income group, health, disability status, etc., which are addressed by sociologists of the population. Hence, how human capital itself depends on the set of factors mentioned; That is, the factors that must always be managed, modified and upgraded, and generally updated and modified in accordance with international standards. Many less developed societies today cannot easily modify these factors to meet the standards of advanced societies. Therefore, the quality of life in such places is not in a good condition.

Among the mentioned cases, the progress of education itself can be seen as the most important source of differences within the population, which should also be considered. With the spread of education in different societies, many differences and cases of social and cultural gaps can be reduced to a minimum, and thus human capital can be strengthened as much as possible. Following the strengthening of human capital, it is possible to exploit resources as much as possible; It is a process that itself provides the means to improve the quality of life. Developing countries today are generally going through this phase. This means that such communities have given high priority to their educational plans and programs. In other words, the foundation of human development (human capital) is the development of education.

5. Human Capital Index

Human capital is generally defined as encompassing both the education and the health of the people in a society. Therefore, by adopting such a strategy, communities can use their available resources in a desirable way while strengthening their human capital; In such a way that the ground (possibility) of using resources is provided for future generations. Communities need to create health in its various dimensions in order to develop and excel. Therefore, eliminating the challenges and disorders themselves make it possible to exploit the resources in a given society. Likewise, human capital includes both education and experience, and the general standard of education itself is the number of years of formal education. Self-employment has an impact on job attainment and credibility (Lin & Dumin, 1986; Lai et al., 1998).

Although the health index in early adolescence is an important prerequisite for effective attendance at school and the education system, it itself (the health index) is also very important in how to be economically productive in adulthood. Creating health in its various dimensions in human societies causes people, especially children and adolescents, to follow the process of acculturation and education in the best way. This in turn prepares them to enter various jobs and activities. Thus, creating health among its human resources is a guarantee for greater productivity in the future in any society. Therefore, planning systems should pay attention to this issue in a futuristic way; That is, to prepare and prepare skilled and talented human resources for the following years. In this way, a sufficient guarantee is provided to achieve a proper quality of life. Industrial societies have always put human capital on the planning agenda over the last two centuries; In this way, they have achieved their development goals in various fields.

In explaining the human capital index, the measurement of education is also discussed, and it is the flow and volume of educational materials that are transferred; That is, the amount and quality of attending school or producing human capital, whether formal or informal, how to teach, the volume of educational materials, the appropriateness of educational materials with different age and gender groups, hours of attending educational centers, etc., each in its place in production and How human capital plays a role. Therefore, the creation of appropriate human capital is based on the mentioned conditions and indicators. It is also worth mentioning that many societies today are not in a proper and standard condition in terms of educational quality and transfer of education. Therefore, human capital in such societies faces various weaknesses; That is, the conditions that prevent society from achieving development goals to a large extent.

In this process, the ratio of school admissions, dropout rates, dropouts in the education system, student-teacher ratio, and so on are measured. In this way, how or in other words, the improvement of human capital can be achieved. In the conditions of the success of human capital, the mentioned cases must be corrected in the best way. For example, the proportion between the student population and the number of teachers improves the quality of education. Also, the conditions that prevent children and adolescents from dropping out of school provide the ground for educational development; That is, the process that leads to the strengthening of human capital.

The Human Capital Index refers to the size of the educated young population who have studied in recent years, or the elderly who have been educated over the past decades (Hanushek et al., 2008). As far as less developed societies are concerned, the index Human capital refers more to the educated population of recent decades than to the elderly population; This means that older populations in less developed societies have had less access to education in the past. Thus, the quality of human capital is more improved today than ever before, or in other words, it is in a better position. Therefore, investing more and more in their educational fields will lead to further strengthening of human capital. Continuation of this cycle provides the socio-economic development of societies; That is, the flow during which the quality of life also improves in its various dimensions.

Educational content is more important in higher education than in primary school, where only literacy skills and basic mathematics are discussed. Therefore, if more investment is made in education at higher and higher levels, it will lead to many results and achievements; That is, the acquisition of new scientific methods, new technologies, inventions, innovations, etc., each of which in turn provides the development of human capital. As a result, many governments have focused more and more on higher education in recent years.

The amount or quantity of formal education is often calculated through the average number of years people go to school up to the age of 15-25. The higher the percentage, the higher the overall quality of life. Therefore, the duration of training, the prolongation of the training period and the activation of its educational institutions have a decisive effect on strengthening human capital. Therefore, countries that are currently implementing economic and social development plans and plans for their future are

making significant investments in the education sector; In this way, while promoting human capital, the quality of life also improves in various dimensions; That is, a situation that affects future generations.

6. The Role of Mother Education

According to research, there is a clear and decisive relationship between maternal education and children's health. Children also have more health guarantees than the increase in maternal education; This means that more educated mothers will generally be able to raise, care for and feed their children in a more general way. Similarly, as far as the educational needs of children are concerned, mothers with higher education can better meet such needs. In some cases, more education for mothers also increases household income; That is, an indicator that has positive consequences. Such a situation also strengthens the household budget. Therefore, more education of mothers, materially and spiritually, helps their children and family members.

Table 1. Mortality Rate of Children under 5 Years Old and Total Fertility Index in Selected Countries: Years after 2004 in Terms of Maternal Education

Country	Year	(Mortality) Children per 1000 live births				Total fertility rate (number of live births per woman)			
		without primary	primary	high school	Total	without primary	primary	high school or more	Total
Bangladesh	2007	93	73	52	74	3	2.9	2.5	2.7
Bolivia	2008	134	87	44	76	6.1	4.7	2.6	3.5
Egypt	2008	44	38	26	33	3.4	3.2	3	3
Haiti	2005	123	97	65	102	5.9	4.3	2.4	3.9
India	2005	106	78	49	85	3.6	2.6	2.1	2.7
Indonesia	2007	94	60	38	51	2.4	2.8	2.6	2.6
Niger	2006	222	209	92	278	7.2	7	4.8	7
Mali	2006	223	176	102	215	7	6.3	3.8	6.6
Philippines	2008	136	47	30	37	4.5	4.5	3	3.5
Pakistan	2006	102	85	62	93	4.8	4	2.8	4.1

Source: Science, p. 590. Vol. 333, 29 July 2011.

According to the table above, the infant mortality rate as well as the total fertility rate depend to a large extent on the level of education of women. Infant mortality rates are high for every thousand live births in countries such as Mali in Africa, Bolivia in South America, and India in Asia; Especially in a situation where women are not educated. However, the columns for women with high school education reflect far lower infant mortality. Likewise, the total fertility rate or the number of children a woman

gives birth to on average throughout her life varies greatly between uneducated women and women with a high school education or higher; That is, those women with a high school education or more usually have fewer children during their lifetime. The figures and data in the table above are closely related to the quality of life of families on the one hand and society in general on the other. Therefore, in order to improve the quality of life, women's education is very decisive and important. Therefore, social planners and quality of life advocates should always put investing in women's education on their agenda. In this way, both the family unit and the whole society will experience significant positive changes. According to the data in the table above, many developing countries in the world still need more investment from a sociological point of view, in order to achieve many development goals and improve living standards in its various dimensions.

7. Women's Education and Quality of Life

Because women's education as a human capital is individually related to their lower fertility rates, more educated women have lower birth rates, which in turn provides them with a higher quality of life. Developed societies have used fertility-restricting policies throughout the twentieth century to improve their quality of public life. Improving the quality of life in those areas has also had a positive effect on future generations. Therefore, in order to achieve more skilled manpower, or in other words, more desirable human capital, it is necessary to provide the basis for improving the quality of life, and that in itself depends heavily on the education of women.

Such conditions provide more opportunities for children to survive, and this ultimately leads to reduced population growth. One of the signs of development in different societies is the decrease in population growth. It itself increases the per capita of health, education, income, nutrition, leisure, sports facilities and the like; That is, a set of factors that improve the quality of life. Less developed countries still have a long way to go to reach the standards of industrial societies; That is, higher per capita in different areas for people in society.

For this reason, and globally, girls' secondary education is increasingly recommended, and in addition to its positive consequences, it is an effective way to reduce population growth (global). Women's education itself affects many areas; That is, reducing the birth rate, reducing fertility, improving the educational, upbringing and physical condition of children in the family, and also, it itself causes the potential of women to be used in a desirable way. It also has an effect on increasing national income and family income, and ultimately improves the quality of life in various dimensions. The less developed societies of the world have generally followed such a move, based on the recommendations of the United Nations such as the World Health Organization, UNESCO and the like.

8. Conclusion

Human capital is highly needed for any dimension of development. Such a process ultimately raises quality of life. Competition in improving/ upgrading quality of life is practiced worldwide. For this

reason, many people migrate to cities in order to have more access to services and more convenience. In this way, they can improve their human capital of themselves, and even their children. Through such strategies improved quality of life is somehow guaranteed, life is more dynamized, more change in different dimensions of life appear. As the world population is still on increase with special reference to the developing world, stronger human capital needs to be planned for, for the upcoming years; to the end of the current century. Mobility, education, communications, and many more, are driving the world towards a competitive quality of life.

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